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ABSTRACT

If ever there ever was an unsung heroine in journalism, it was LaBerta Miller Phillips, who taught journalism and advised student publications at Fort Worth's segregated I.M. Terrell High School from 1922 to 1966. When asked how she was farsighted enough to be teaching journalism all those years when there were few jobs open to blacks in the field, she replied that perhaps there was no opportunity yet, but she was trying to get her students prepared for what might happen. It was no accident that the first three Blacks to work for the "Fort Worth Star-Telegram" were Mrs. Phillips' students. Alumni credit her with energetic enthusiasm, identifying students' strengths and encouraging them to work up to their maximum ability. LaBerta and her siblings, three of whom were also teachers, were encouraged by their parents to go to college. Mrs. Phillips got into high school journalism by first becoming an English teacher. Terrell High was blessed with excellent teachers because there was little other professional opportunity for minorities in that era. Today, it is necessary to encourage the brightest and the best to go into teaching. Teachers need to set high standards and nurture students until they do their best. It is impossible to measure the influence of a teacher, but LaBerta Phillips influenced hundreds of lives in more than 40 years of teaching. (CR)

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Preparing for what might happen: Teaching High School Journalism in a Segregated High School in Fort Worth, Texas

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Laberta Miller Phillips

Teacher I. M. Terrell High School, Fort Worth, Texas, 1922 - 1966

Honors Lecture

Scholastic Journalism Division, Association for Educators
in Journalism and Mass Communications Convention
Washington, D. C., August 1995

by

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High School Journalism at Terrell

One of the problems in examining journalism at Terrell High School is that no archives exist of the school publications. Besides interviewing Mrs. Phillips when she was 91 years old and also interviewing some of her students, I was able to examine only a few issues and loose pages of school yearbooks and newspapers.⁴ The earliest publication I saw was some pages from *The Tidings* dated 1922, volume one. It appeared to be an early yearbook. By 1929 the yearbook was called *The Cat's Paw* and was listed as volume five.

It is possible a yearbook with a different name could have been done at Terrell before 1922.

Laurence Campbell's Quill and Scroll Studies of Texas High School Publications does not include listings for segregated schools. Only white schools were allowed to participate in University Interscholastic League competitions in Texas until June 1965. Until then, Negro schools had their own Prairie View Interscholastic League.⁵ According to Campbell's studies, Fort Worth's Paschal High School had a yearbook in 1911 and Northside had a yearbook in 1913. Paschal had a school newspaper by 1912 and Northside by 1917, according to Campbell's studies.⁶

According to the 1929 Terrell yearbook, students were studying journalism as part of English. Lillian B. Jones was the teacher. Ms. Jones was listed as having an A. B. from Prairie View Normal and Simmons University and post graduate work at Columbia, the University of Chicago and the University of Colorado.

Mrs. Phillips, who began teaching at Terrell in 1922, was teaching English in 1929. Her degree was from Prairie View, and she was listed as having done post graduate work at Kansas State Teachers College.

By 1952 the yearbook was named *The Panther*.

The earliest issue of the school newspaper, *The Terrellife*, I examined was 1936. It was volume 14, suggesting that the newspaper began in 1922. LaBerta Phillips was listed as the newspaper adviser. One loose page from a 1944 yearbook listed Mrs. Phillips as teaching English and journalism. She had done "additional study" at Kansas State Teachers College, the University of Colorado, North Carolina State,

⁴Mrs. Phillips supplied three pages from the 1929 yearbook, one page from the 1944 yearbook, a photocopy of the 1936 *The Terrellife* and an actual copy of the 1963 newspaper. The other papers and yearbook pages mentioned were found in the Tarrant County Black Historical and Genealogical Society in Fort Worth, Texas.

⁵Bob Hawthorne, *The Leaguer*, Interscholastic League Press Conference, Austin, Texas, March 1985.

⁶Laurence R. Campbell, "Texas High School Publications." Available through Quill and Scroll, University of Iowa, Iowa City, Iowa.

Virginia State in Ettick, Va. Also, she had attended a radio conference at The Ohio State University.

I also examined issues of *The Terrellife* from 1947 and 1963. The masthead indicated six volumes were published per year. The newspapers contain items which vouch for the adviser's journalism training.

For example, the 1936 issue has a front-page layout reminiscent of *The New York Times* from that era. The 1947 issue has the newspaper's objectives listed on page 2. The objectives included :

- providing an organ of information with news for students, teachers, parents, administrators and former graduates

- being an organ for student thought
- creating school spirit and the best tradition of the school
- being an outlet for creative work
- promoting scholarship
- being a record of school history
- providing training in useful and purposeful writing, striving for the best forms of journalism.

In 1947 the masthead included the line "Member NSPA, established 1921."

Students were allowed to dissent in *The Terrellife*. The 1963 issue of the paper included a story, "Seniors' Reaction to Mass Commencement." The story ran on page three and included quotes from seniors critical of the joint graduation ceremony which the school district had planned for all four Fort Worth colored high schools. The 1963 issue of the paper had advertising including a 3 x 9 national ad for Pepsi Cola.

LaBerta Phillips

LaBerta DeVera Miller Phillips was born in 1900 in Tyler, Texas. Her family moved to Fort Worth when she was about 5. She was the second of nine children. She said her parents were both interested in education, and they encouraged their children to go to college. Three of her siblings were also teachers.⁷

LaBerta Phillips parents were honored in the 1929 Terrell yearbook for supplying the "working material" for Terrell to grow and be perpetuated.

"We say to Mr. and Mrs. J. M. Miller that we are highly appreciative of their singular contribution of seven graduates, three of whom have become teachers in this system. For eight years Mrs. L. D. Miller-Phillips (LaBerta) has been doing very

⁷The author interviewed Mrs. Phillips at her home in Fort Worth in May 1991.

effective work in our English Department. Miss Mabel Miller, for four years, has been one of our most efficient elementary teachers. Mrs. Jewell Miller Collins left us to work as head of the Home Economics Department of Stamford (Texas) High School. "8

Later Mrs. Phillips' youngest brother, Alfred, who graduated from Terrell in 1929, became a principal at Port Arthur, Texas. Alfred was also the first Black to attend what is now the University of North Texas. He was admitted to the graduate school in education there in 1954.⁹ Her sister Jewell was a principal in Monahans, Texas, for 30 years.

Mrs. Phillips was married but had no children. She met her husband at Prairie View. She said her students were her children. She began teaching at Terrell in 1922.

She got into teaching high school journalism in the same way I did. She was an English teacher. After the previous teacher asked to give up journalism, it "fell on me," she said in the 1991 interview. She could not remember when she began teaching journalism, but based on the yearbooks and newspapers, she became responsible for journalism sometime between 1929 and 1936. She said she had always liked writing and journalism though, and she learned about journalism from the summer workshops she attended.

She said the first year teaching journalism was taxing. "You know a person can really learn when he has to dig things out for himself," she said. "I had the responsibility so I just got books and worked on it." During the interview, she repeated, "One learns to do by doing" several times.

She viewed the summer workshops as fun, a form of vacation. She said she wanted to continue to learn, and she was curious "how they did things at that school." Undoubtedly, she attended other workshops after 1944, but at age 91, the workshops all ran together in her mind. She said she had no mentor, no role model if she needed help teaching journalism.

About teaching in general, Mrs. Phillips said she tried to identify a child's strength and then encourage him at that particular skill.

She used different techniques with different students. In a recent interview, Cecil Johnson, the first of Mrs. Phillips' students to work for the *Star-Telegram*, said he thought he was Mrs. Phillips' pet. Johnson, who graduated from Terrell in 1953, was the editor of *The Terrellife* his senior year. He called Mrs. Phillips energetic, charismatic and enthusiastic. "She passed all those traits about English and journalism on to her students," he said.

⁸This information was on a page from the 1929 Terrell yearbook supplied by Mrs. Phillips.

⁹Jim Fredricks, "First black at NT dies," *Denton Record-Chronicle*, Sept. 4, 1993, p. 1.

Johnson said Mrs. Phillips had subtle ways of doing things. For example, she whispered too loudly to someone, loud enough that Cecil would be sure to hear. "He has a knack for writing." It was a whisper that Johnson never forgot. --Nothing improves one's hearing like praise, as the little maxim says.

Johnson went to work for the *Star-Telegram* in 1968 as a general assignments reporter, untrained in journalism except for what he'd learned in high school under Mrs. Phillips. His college degree was in English from what is now the University of North Texas. He spent time in the Army and the Air Force before finishing college. He went to work for IBM as a management trainee immediately after college.

He didn't like the job. On the side, he began doing some public relations work for a Fort Worth business man who complimented him on his writing and suggested he apply at the *Star-Telegram*. However, Johnson had no string book to show. Drawing on what he remembered from Mrs. Phillips' journalism class, he took some historical events and rewrote them as though they had just happened. He got the job. Johnson is still with the *Star-Telegram*. Currently, he is an editorial writer and columnist. His book, *Guts*, about the legendary black rodeo cowboy was published in December 1994 and is already in its second printing.

With Charles Jackson, Mrs. Phillips was not so subtle. Jackson was the second African-American hired at the *Star-Telegram*. A 1963 graduate of Terrell, Jackson worked for the *The Wichita Eagle-Beacon* during college at Wichita State University and also after his graduation. He'd also worked for United Press International in Dallas before joining the *Star-Telegram* in January 1969.

"Mrs. Phillips thought I could be a professional journalism. She said I had all the ability, but I did not work up to the standards of which she thought I was capable. She was rough. She chided me that I wasn't serious enough to become a journalist," Jackson said.

Jackson was the first African American to edit the WSU newspaper. His senior year, he also edited the WSU yearbook. The yearbook missed making All American by only a few points. Jackson took the WSU yearbook and its Associated Collegiate Press critique and left them in Mrs. Phillips door as a not-so-subtle way of saying "I told you I could do it."

Mrs. Phillips had earlier taught Jackson's mother and aunts and uncles. "She was the mainstay," Jackson said. "She was wonderful. She gave all of us that quality of excellence."

Currently, Jackson is the Director of Programs for the Robert C. Maynard Institute in San Francisco. In addition to the *Star-Telegram*, Jackson has also worked for the *Dallas Times Herald* and *The Washington Post*.

Bob Ray Sanders, the third of Mrs. Phillips' students to work for the *Star-Telegram*, was her "boy." In a column in the *Star-Telegram* June 1, 1980, Sanders thanked Mrs. Phillips in print and added, "... to this day she still calls me her boy. She's the only one who can get away with calling me 'boy.'"¹⁰

Sanders, who graduated from Terrell in 1965, had had a letter published in the *Fort Worth Star-Telegram* when he was in the ninth grade at Terrell. As a result, several letters were sent to Terrell for him.

"I had written about peace in a day when Russia was testing a new bomb, and the world shivered in fear. For the first time in my life I realized that I had the ability to touch through writing," Sanders wrote in the same July 1980 column.

"I went to the journalism teacher at Terrell and told her I wanted to be a writer. After pestering her for days, she finally said I could be the ninth grade reporter."¹¹ Mrs. Phillips had her standards. Usually, students were not allowed to work on *The Terrellife* unless they were in journalism class. Most students, including Sanders, took journalism their senior year at Terrell.

Sanders went to work for the *Star-Telegram* in general assignments immediately after his graduation from the University of North Texas in 1969. He worked in public radio and television in North Texas for several years and still has a professional affiliation with North Texas Public Broadcasting. He also did a stint as a talk-radio host on a commercial radio station in Dallas. Today, he is a columnist at the *Star-Telegram*. He also has been an adjunct journalism professor at Texas Woman's University for several years.

Carol Brooks, who graduated from Terrell in the same class with Sanders, also remembered Mrs. Phillips' standards. "We had to meet her standards," Ms. Brooks said. "She was a stickler in teaching English, and she brought that into journalism. She taught us the process, and then she gave us the freedom to do the work."

Ms. Brooks, who now is a training manager for Neiman Marcus in Dallas, edited the Terrell yearbook in 1965. She said in every job she's had, she's always drawn on the writing skills Mrs. Phillips taught her in high school. "She made us do things the correct way.

"We were exposed to *The New York Times* at I. M. Terrell," Ms. Brooks said. Ms. Brooks said she felt sure the school district was not funding *The New York Times*. "Whatever our teachers were reading, they brought it to us," Ms. Brooks said. Mrs. Phillips, also took the students on a tour of the yearbook plant in Dallas so they could see how yearbooks were put together.

¹⁰Bob Ray Sanders, "Efforts of teacher kind," *Fort Worth Star-Telegram*, June 1, 1980. Column supplied to the author by Mrs. Phillips.

¹¹Ibid.

Twenty five years after she retired from teaching journalism, Mrs. Phillips could not recall the principal ever being unhappy with the school newspaper or yearbook. She said the principal was proud of her students and her publications. She admitted that she sometimes talked students out of publishing material she thought was in poor taste. She said she would get the student off to the side and say, "You wouldn't want this said about you, would you?"

She thought her job entailed teaching common courtesy as well as "the books."

After she retired from Terrell in 1966, she was dean of women at Southwestern Christian College in Terrell, Texas, for two years. She also advised the yearbook there.

In one of the Southwestern yearbooks she advised, there is this quote by her picture,

"We must meet every task with a determination to conquer its difficulties and never let them conquer us. No task is too small to be done well. . . It is not the driving for great things that is most effective; it is doing the little things, the common duties, a little better and better --the constant improving that tells."

Conclusion

In summary, I hope I have planted some seeds that may suggest further study or action. The Texas High School Press Association gave Mrs. Phillips its Trailblazer award in 1986. The Trailblazer award got its name from an inscription on the Pioneer Woman statue on the Texas Woman's University campus.

"Marking a trail in a pathless wilderness, pressing forward with unswerving courage, she met each untried situation with a resourcefulness equal to the need. . ."¹² Mrs. Phillips did all that and more.

She is deserving of an award from a national mainstream organization while she is still alive.

I believe there are several things we can learn from examining high school journalism at Terrell.

Both Brooks and Sanders think there were other segregated schools such as Terrell with excellent teachers. Did segregated schools in Mississippi and Georgia and Alabama and other states in the South have high school publications? Did they teach journalism?

Also, we need better archives of all high school publications. We need to encourage high school teachers today to send their publications to libraries for archival purposes. My mother used to send a copy of the yearbooks she advised to

¹²Jessie H. Humphries, from the Pioneer Woman statue, Texas Woman's University campus.

the Missouri State Historical Society. I think that was a sales point her students used in selling advertising, that the ads would be preserved in the State Historical Society's library.

Terrell High was blessed with excellent teachers because there was little else they could do in that era. We need to rethink what we can do to encourage the "brightest and best" to go into teaching. This is not an easy task since salaries and working conditions for teachers are less than ideal, and other "professions" are open to all students today.

Like LaBerta Phillips, we need to expect and demand that all students do their best work. About the teachers at Terrell, Ms. Brooks said "We were nurtured by people who knew we could do it." We need to set high standards and nurture students until they do their best.

In closing, let me remind you of the maxim that says it is impossible to measure the influence of a teacher. It is like dropping a pebble into a pool of water. The circles radiate out and eventually overlap. LaBerta Phillips influenced hundreds of lives in more than 40 years of teaching, preparing students for what might happen. Her students have influenced thousands more.

We are indeed fortunate to be teachers, to have the opportunity to influence students.

I am indeed fortunate to have you honor me in this way.

Preparing For What Might Happen:

Teaching High School Journalism in a Segregated High School in Fort Worth, Texas

In honoring me, you also honor my teachers, my colleagues, my friends and family who have all influenced and encouraged me in some way.

The Honors Lecturer. This is the second occasion on which I've been given an award I wish another teacher could have received. Several years ago, the Fort Worth Chapter of Women in Communications gave me its Margaret Caskey award for "unsung heroines in journalism."

If ever there was an unsung heroine in journalism, it was LaBerta Miller Phillips. For 30 years or more, Mrs. Phillips taught journalism and advised student publications at Fort Worth's segregated I.M. Terrell High School. She retired in 1966. She is 95 years old, widowed and in poor health today.

In a 1986 panel discussion on recruiting high school minority students into journalism at AEJMC in Norman, Okla., Bob Ray Sanders, a professional journalist in the Dallas/Fort Worth area said the first three Blacks to ever work for the *Fort Worth Star-Telegram* all had the same high school journalism teacher at Terrell High. That teacher was LaBerta Phillips. In a different era, Mrs. Phillips would have worked at the *Star-Telegram*, Sanders said.

We have tended to dismiss segregated schools in the South as inferior. Don't ever try to tell graduates of Terrell High they graduated from a second-rate school. They had first-rate teachers.

Sanders, who graduated from Terrell in 1965, said most of his teachers should have been professionals. "But the professions weren't open to them, so the teachers brought all their talent and energy and gave it to us. They knew they were preparing us for a day of change, and they knew that we would be representing them. They did not allow failure.

"Mrs. Phillips, for example, might give you back a paper with a C or a D on it, but she would say, 'I have not recorded this grade yet. You take this paper and work on it some more.' Mrs. Phillips sized up your ability, and you had to keep redoing the paper until she thought you'd done your best," Sanders said.

I have always liked "under dog stories." I came from an under dog background. I grew up in the Missouri Ozarks. I still remember our high school principal telling us before our senior trip to Washington, D. C., that we were not to act like dumb, ignorant hillbillies. --He said we were hillbillies, of course, but we were to act so that others would know we were not dumb and ignorant.

My parents, who were both teachers, said they weren't aware of the Great Depression. The economy in the Ozarks had always been depressed, but the people who lived there didn't realize it. Because the tax base was low, my school was underfunded just as "colored" schools were underfunded. But we, too, had top-notch, dedicated teachers.

Even today, Ozark County, Mo., is lily-white. When I was 7 years old, I was in a Memphis department store and wanted to drink from a fountain labeled "colored" because I thought the water would be colored. My mother told me I couldn't get a drink there, but she didn't say why. I watched the fountain hoping someone else would get a drink, and I could see the colored water.

Still, without any first-hand knowledge or contact with racial minorities, I grew up with subtle prejudices about them. I certainly would have denied that I was racist or prejudiced. I learned differently in an unlikely way and place -- in the teachers' lounge at Warsaw High School, again an all white community on the northern fringe of the Missouri Ozarks.

Warsaw High was the first place I taught journalism. I was one of those classic cases -- the new English teacher assigned to teach journalism and advise the school newspaper and yearbook. The principal thought I'd be good because I had worked for my hometown newspaper and also because I'd edited my high school yearbook and newspaper. -- It didn't matter to him that I hadn't taken a single college journalism course.

That summer, I went to the University of Missouri's "how to" workshop for journalism teachers. Dr. Robert Knight had earlier taught and befriended my mother when she was a Newspaper Fund Fellow there. Of course, he befriended me too.

While the major news-making days of the Civil Rights Movement were about over by 1971, Civil Rights was a topic for much conversation in the teachers' lounge at Warsaw High School. There were four white male teachers, all about my age -- then I was under 30 -- who forced me to realize I was prejudiced as a result of our conversations.

Their arguments went something like this: The social studies teacher would say, "If I were Black, I'd be a militant." The English teacher would argue, "The true test of whether you are racist or not is your view on mixed marriage. Could you handle your daughter marrying a Black?"

These were topics never discussed when I attended the University of Missouri or Southwest Missouri State, and they were shocking to me. I was forced to think about issues that had never previously entered my lily-white world.

Two of those four young men were from the Ozarks and managed to survive at Warsaw High despite their "radical" views. The other two "outsiders" were fired the next year because they were viewed as "different."

I taught two years at Warsaw High. From this vantage point, I suspect those two years influenced the rest of my life more than any other period. While I was teaching there, I was selected as a Newspaper Fund Fellow at the University of Oklahoma under Professor James Paschal's direction. If I was not already hooked on journalism, the Newspaper Fund Workshop cinched it.

That workshop was the first time I remember ever attending classes with any one whose skin color was other than white like mine. Talk about diversity! Mario Garcia was in my class. He'd had trouble getting to Norman because so many planes had been hijacked to Cuba. Since he was Cuban, he'd had trouble getting through airport security.

There were also two Black women, three nuns, a priest, and a young man in a wheelchair. I decided I'd been selected because they wanted a hillbilly in the group! There were about 23 of us, and we lived together together in a fraternity house that was vacant for the summer. So we did more than just attend classes together. We really got to know each other. --I went to see "The Last Picture Show" with one of the Black women and two nuns. I spent most of the time worrying about what the nuns were thinking about the nude scenes. Of course, the nuns handled it better than I.

The Dow Jones Newspaper Fund has done many wonderful projects. And, of course, they were in the forefront in mainstream America in encouraging young minorities in journalism education.

A Different Look at a Segregated School

But journalism was taught and taught well in at least one segregated school in the South decades before mainstream America thought of encouraging young minorities to consider a career in journalism. It was no accident that the first three Blacks to work for the *Fort Worth Star-Telegram* were Mrs. Phillips' protégés.

Mrs. Phillips started teaching journalism at Terrell High sometime between 1929 - 1936. She retired in 1966. She taught English at Terrell from 1922 - 1966. When I interviewed her in 1991, she was 91 years old. I asked how she was farsighted

enough to be teaching journalism all those years when there were few jobs open to Blacks in the field.

Mrs. Phillips said, "Perhaps there wasn't an opportunity, but I was trying to get my students prepared for what might happen."

In Dr. Robert Knight's 1981 Honors Lecture, he urged us to do more work in the history of scholastic journalism. Teachers and students need to understand their roots, Dr. Knight said. "They need to know the paths that have been traveled and the problems that have not yet been solved as well as those that have." What I hope to do in this presentation is to describe for you a path that was traveled and problems that were solved in less than ideal conditions. This is the story of the difference an excellent, dedicated teacher can make, and the influence she can have on many lives.

I. M. Terrell High School began in 1882 and was called Fort Worth Colored High School. Professor I. M. Terrell was the principal. He also supervised education for the black elementary schools in Fort Worth until he left in 1915 to be the president of Prairie View A & M College. He was a leader in the African-American community in Houston until he died in 1931. Fort Worth Colored High was renamed I. M. Terrell High in 1921.

By 1929 extra-curricular activities at Terrell included debate, Spanish Club, Mathematics Club, Interior Decorating Club, Latin Club, High School Orchestra, Henson Historical Pilgrimage Club and Ukulele Club. The school newspaper and yearbook were both being produced, but neither were listed as extra-curricular.¹

According to Terrell alumni, most of the teachers at Terrell would have been working as professionals in the fields they taught if such careers had been opened to them. In a recent interview, Carol Brooks, Terrell valedictorian for the class of 1965, said "In today's world, they would not have been teachers. They would have been journalists and chemists and mathematicians. We benefited from a system that was terrible," Ms. Brooks said. Ms. Brooks was the editor of the 1965 Terrell yearbook. She attended Howard University on a scholarship. She worked as a copyeditor for McGraw Hill after graduating from Howard with a major in English and a minor in journalism.

Sanders noted that most Terrell teachers did their undergraduate degrees at Black colleges in the South. However, there were few graduate programs at the Black colleges, so the Terrell teachers went elsewhere for advanced study. "They

¹ Mrs. Phillips had a copy of a page from the 1929 Terrell yearbook, *The Cat's Paw*, which included this information.

went to Stanford, Columbia, Kansas, Iowa, Colorado and other places, and they brought all that knowledge *back to us*," Sanders said.

However, as jobs opened for Blacks in other professional areas, the best and brightest no longer became teachers. That was about the same time schools were being integrated, and the older Black teachers were retiring.

In a recent interview with *The Dallas Morning News*, Robert Hughes, who coached the Terrell Panthers to three state basketball championships and who now coaches at Dunbar High School in Fort Worth, said, "It (Terrell) was a great place for a beginning teacher. I got as much out of that Terrell faculty as the students did. They (the faculty) were the elite." Hughes began coaching at Terrell in 1958 and was transferred to Dunbar when Terrell was closed in 1973.²

Terrell alumni report that despite a ban by the school district, their teachers brought the works of James Baldwin, Langston Hughes and other Black writers to school for students to read. In addition, alumni say teachers brought television sets to school so that students could watch major events in the Civil Rights movement.

Graduates of Terrell had no trouble getting admitted to college. In a recent interview, Charles Jackson, the second of Mrs. Phillips' students to work at the *Fort Worth Star-Telegram*, said he went to Wichita State University on a music scholarship, but he had applied and was accepted to many other colleges including Colgate and Syracuse. Jackson, who soon changed his major to journalism and English at Wichita State, said he was better prepared for college than many of his white friends.

"I didn't realize it at the time, but our teachers wanted us to be better prepared than the competition they knew we would be up against," Jackson said.

Ms. Brooks, who had won an award in a National Council of Teachers of English competition while she was at Terrell, said she was a bit intimidated when she first began school at Howard with students from all over the country. But she said she soon learned her Terrell education stood up, and she had nothing to fear.

In addition to journalists, the list of outstanding Terrell graduates include many outstanding doctors, lawyers, teachers and business people.

Terrell was closed in 1973 despite protests from the Black community. There were no Blacks on the school board or the Fort Worth City Council at that time.³

Both Sanders and Brooks think Terrell was not an exceptional case. While segregated schools may have had inferior facilities and funding, they think many segregated schools had excellent teachers for the same reason as Terrell.

²Jacquelyn Floyd, "Decaying monument," *The Dallas Morning News*, July 5, 1995, p 1, 8.

³Ibid.

